

**SELF-ACCESS LEARNING PROGRAMME:
ANALYSING STUDENTS' LANGUAGE LEARNING NEEDS
AND EVALUATING LEARNING MATERIALS**

**PROGRAM PEMBELAJARAN KENDIRI:
MENGANALISA KEPERLUAN PEMBELAJARAN BAHASA
DI KALANGAN PELAJAR
DAN MENILAI BAHAN PEMBELAJARAN**

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ABSTRACT

Today's job market does not only demand for graduates who are knowledgeable but who are also skilful and versatile. To help students to be equipped with the necessary skills, the Department of Modern Languages has incorporated Self-Access Learning (SAL) programme into its English proficiency courses. Since the Self-Access Learning programme is still quite new to the Malaysian student, a research was carried out to: i) to investigate and gauge students' attitude towards Self-Access learning programme, materials used and Self-Access Learning laboratories, including the ways in which it affects students' learning, and ii) to identify areas where the programmes' design and execution can be improved. About 1200 participants who took part in the programme were asked to fill up the questionnaires, needs analysis and learning contract for the self-access learning programme that they went through. Analysis on the feedbacks received from the students showed that the self-access programme was beneficial and have helped them developed interests in learning English and encouraged them to be active learners. The feedback also revealed several areas which need further improvement. With regard to the self-access learning materials, the feedback given was not very positive as they suggested that the materials should be more attractive and interesting with more attractive designs for the future. These feedbacks were essential because they provide useful information that reflect i) the overall quality of the programme, ii) the effectiveness of the Self-Access Learning, and iii) the areas that need improvement as well as loopholes or weaknesses. Besides that, it also proved the students' readiness for autonomous learning and this readiness can be optimised for the benefit of both the students and lecturers.

ABSTRAK

Alam pekerjaan pada masa kini memerlukan graduan yang bukan sahaja berpengetahuan, malah berkemahiran tinggi dan *versatile*. Untuk membantu pelajar mempunyai kemahiran yang diperlukan, Jabatan Bahasa Moden telah menggabungkan program pembelajaran sendiri (SAL) dalam kursus-kursus kemahiran Bahasa Inggeris yang ditawarkan. Memandangkan program pembelajaran sendiri masih baru buat pelajar Malaysia, satu kajian telah dijalankan untuk: i) mengkaji dan menilai sikap pelajar terhadap program pembelajaran sendiri, bahan yang digunakan dan makmal pembelajaran sendiri, serta bagaimana ia mempengaruhi pembelajaran pelajar, dan ii) mengenalpasti bahagian-bahagian dalam perancangan serta pelaksanaan program ini yang memerlukan pembaikan. Kira-kira 1200 pelajar yang mengambil bahagian dalam program tersebut diminta untuk mengisi borang soal selidik, analisis keperluan dan kontrak pembelajaran untuk program pembelajaran sendiri yang mereka lalui. Analisis ke atas maklumbalas yang diterima menunjukkan bahawa program SAL memberi manfaat, membantu mewujudkan minat mereka dalam pembelajaran bahasa Inggeris dan menggalakkan mereka belajar dengan lebih aktif lagi. Maklumbalas juga menunjukkan bahagian-bahagian yang memerlukan pembaikan. Dari segi bahan SAL, maklumbalas menunjukkan kurang positif dimana pelajar menyarankan supaya bahan direka dengan lebih menarik di masa depan. Maklumbalas yang diterima adalah penting kerana ianya memberikan maklumat berguna yang dapat memberi gambaran mengenai i) kualiti keseluruhan program ini, ii) keberkesanannya, dan iii) bahagian-bahagian yang memerlukan pembaikan serta kekurangan atau kelemahan. Selain itu, ia juga membuktikan kesediaan pelajar untuk pembelajaran sendiri, dan kesediaan ini boleh dimaksimumkan untuk kebaikan pelajar serta pensyarah.

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CHAPTER I

INTRODUCTION

1.1 Introduction

One of the missions of Universiti Teknologi Malaysia (UTM) is to produce graduates who can adapt to the demanding circumstances of the job market, work autonomously and contribute towards the development of Malaysia. In achieving this, UTM has therefore identified a range of attributes and generic skills which will enable graduates to function effectively in a wide range of social and professional contexts. The development of these attributes is embedded within the contexts of the students' discipline or professional field. With the inclusion of generic skills training carried out simultaneously with the process of teaching and learning as well as the incorporation of information technology (IT), UTM has paved the way towards the emergence of a new generation of knowledgeable, skilful and competitive experts who are able to exploit the advanced technology available to them. Being a part of UTM, the Department of Modern Languages, one of the departments of the Faculty of Management and Human Resource Development, clearly shares this mission. Consequently, steps are taken to ensure that this mission is a success when designing the English courses for UTM's students.

1.2 Background of the Study

The Department of Modern Languages offers a variety of English proficiency courses to all students of UTM. Among the courses offered are UHB 1412, UHB 2332 and UHB 2422 and many more. These courses are aimed to enhance students' proficiency level in English as well as to equip them with the knowledge and skills essential for both academic and professional purposes.

In relation to the first course, UHB 1412 English for Academic Communication, students are taught the fundamental skills that they should have, such as reading skills, note-taking, bibliography, in-text citation, presentation skills and academic writing. The training of these skills forms the core activities of the UHB 1412 course. The core activities are in turn supported by a wide variety of exercises, assignments as well as individual and group project work, which are termed as support (or pedagogic) activities. All the pedagogic activities are put into contexts relevant to the students' respective disciplines.

In relation to the pedagogic activities mentioned above, a different approach is necessary to improve its efficacy. Further steps should be taken to foster self-directed, autonomous learning in the students, which is a component in the generic skills identified by the university and an ability that would prove to be pivotal to the student in the future. Subsequently, as an extension and further reinforcement to the UHB 1412 course, self-access learning programmes have been introduced and embedded into the course whereby students are able to carry out language learning activities provided in the self-access learning laboratory at their own discretion.

1.3 Statement of Problem

The self-access learning programme is still quite new in UTM. At present, it is not widely accepted and practiced amongst students and lecturers. Therefore, there is the need to publicize the *SAL* programme and its benefits to both the student population and lecturers. Thus, this report aims to exhibit the response and feedback received from participants of this study, which would both illustrate the students' attitude and reaction towards self-access learning programmes, as well as identifying areas that need to be worked upon. It is hoped that the findings of the study could help to publicize the *SAL* programme.

1.4 Purpose of the Study

The study has the following purposes:

- i. To investigate and gauge students' attitude towards self-access learning programme, materials and laboratories, as well as the ways in which the *SAL* affects students' learning.
- ii. To identify areas where the programme's design and execution that can be improved.

The research questions of the study are as follows:

- i. What are the students' general opinion on the self-access learning programme?
- ii. In what way has the programme benefited the students?
- iii. What are the students' expectations of the programme?
- iv. What elements of the programme's design and implementation need reviewing?

1.5 Significance of the Study

The findings of the study could provide information to lecturers, particularly language lecturers as well as instructional multimedia designers on students' opinion of self-access learning programmes as a whole. This information serves as a basis for inculcating IT in the learning process, learner autonomy among students, as well as creating instructional software that would meet the needs and demands of the students.

1.6 Scope of the Study

This study focuses on first year students taking English for Academic Communication (UHB 1412) course under the Department of Modern Languages who are required to attend the self-access learning programmes. These programmes utilise materials targeted at enhancing the 4 macro language skills, namely reading, listening, writing and speaking, as well as supplementing the students' classroom learning process.

CHAPTER II

LITERATURE REVIEW

2.0 Introduction

There is an extensive literature covering the topics on ‘Self-Access Learning’. This chapter will basically review literatures related to the study, i.e. the concept of Self-Access Learning (*SAL*), the roles of materials and facilities in the *SAL* programme, the role of Needs Analysis and Learning Contract in relation to *SAL* programme.

2.1 Self-Access Learning (*SAL*)

In this section, an overview of the *SAL* approach from different researchers’ perspectives will be presented. The discussion will include the definitions of *SAL* and the rationale for *SAL* and the Self-Access centre.

2.1.1 Definition of Self-Access Learning (*SAL*)

Sheerin (1991), in her detailed discussion on ‘*Self-Access*’, defined Self-Access as a way of describing learning materials which were designed and organised in ways

where learners could select, work independently, and later, obtain feedback on their performances. Gardner & Miller (1999: 8-11), on the other hand, gave two definitions of Self-Access. They argued that it was '*an approach to learning language, not an approach to teaching language*', and '*a system for organising resources and an integration of a number of elements which combine to provide a learning environment*'. In its handbook on 'Self-Access', the Malaysian Ministry of Education (MMoE, 2001) stated that Self-Access is a system which allows students to learn at their own pace and time using organised learning materials and facilities. The term 'Self-Access' was referred to as a means to practise autonomy by Dickinson (1993, in an interview concerning aspects of autonomous learning) while Jones (1995) stated that Self-Access was dedicated to recognizing and fulfilling different individual learner's needs, who were expected to be actively responsible for their own language study.

Though named differently, the definitions for Self-Access Learning (SAL) seemed similar to 'Self-Access'. For example, Broady & Kenning (1996) referred it to the approach which focused on the provision of various resources and contexts for learning which learners could choose according to their needs. SAL is also referred to the place where learners could use materials which facilitate learning in their self-constructed way by Dickinson (1987), Jones (1995) and Pamberton (1996). By contrast, Faizah *et.al.* (1998) defined SAL as a remedy which could aid students who have not reached certain levels of proficiency.

From the above definitions, it can be concluded that 'Self-Access' and 'Self-Access learning' refer to a type of learning materials, an approach to language learning, a system allowing students to work at their own pace and time, a means to practise

autonomy, and a way to recognise and fulfil learners' needs. In other words, *SAL* is a learning approach where students could learn under their own direction, choose and use suitable learning resources that facilitate their learning.

2.1.2 Rationale for Self-Access Learning (*SAL*)

The literature reveals many reasons why the *SAL* approach has been adopted for language learning. Klassen *et.al.* (1998), in their report on the effectiveness of the *SAL* approach, stated that the City University of Hong Kong had adopted the *SAL* because it offers a learning environment where students could be actively involved in the learning process. In addition, the fact that *SAL* allows learners to make their own learning decisions regarding what to learn, which materials to work on, and when to learn was another reason why many institutions had accepted the *SAL* approach (Dickinson, 1987 and Lai, 1999). The capability of the *SAL* in providing a practical solution to problems such as mixed ability language classes, learners' different psychological needs and personality, and others was also a reason (Sheerin, 1989 and MMoE, 2001). Furthermore, the approach was adopted because it enables individual learners with particular weaknesses to work either alone or with others with similar needs (Sheerin, 1997 and Gardner & Miller, 1999), it benefits learners who are unable to attend formal classes and learners of all ages and cultures (Sheerin, 1997), and it enables learners to develop a sense of responsibility and different levels of independence towards their learning and later helps them to be self-directed and autonomous learners (Dickinson, 1987, Klassen *et.al.*, 1998, Gardner & Miller, 1999). Nevertheless, Benson (2001) cautioned language educators that the *SAL* does not

necessarily imply learners possess or exercise the capacity to control their own learning.

Self-access learning educators have been known to adapt various strategies to instill different levels of independence or self-directedness among learners. Self-access learners may benefit from either a full-autonomy or partial-autonomy learning mode. The gains for learners involved in such a learning mode are many. Self-access learning motivates learners, leads them to employ higher order thinking skills, allows them to experiment with different learning styles, gives the opportunity for learners to use their own judgment about how best to learn, instills in them the ability to respond to change, provides excitement and pleasure in learning. At the university, relative independence from teachers is identified as one trait that makes learners successful (Raaheim and Wankowski, 1981) as it instills personal confidence and feelings of competence as a learner. The best part about self-access learning is that it mirrors 'natural' learning which learners experience in many facets of their life.

Nonetheless, this learning mode has its flaws too. For one, the educational system introduced by the government or the learning institution might not be designed for self-access learning. Second, Carl Rogers observes that only 1/3 or 1/4 of learners are effective 'independent' learners while the rest do so because they have to. Third, too little direction can lead to frustrations for the learner. Fourth, learners may not have sufficient knowledge in the content of the subject for them to be able to proceed on their own; which is why self-access learning is not suitable for certain subjects such as Mathematics or Science. Fifth, learners may have very specific expectations and assumptions about the role of a teacher; hence the ineffectiveness of the learner as an independent learner.

Self-access learning thus poses a challenge for the educator. The greatest challenge is in knowing the right amount of guidance to give learners without providing too much direction. Self-access learners need direction in identifying areas of difficulty. However, too much direction will not empower learners and make them proud owners of their learning project.

2.1.3 Self-Access Centre (SAC)

In his report on '*Learner's Contribution To The SAC*', Aston (1993) stated that the SAC was created in recent years as a means to improve learning (pedagogic reason) and to cut down teaching costs though not necessarily reduce staff loads (economic reason). The many benefits of the *SAL* approach have also influenced the establishment of the SAC in many modern educational institutions in South East Asia; it is an alternative environment for their students to learn English (Gardner and Miller, 1997).

There are many descriptions in the literature of what a SAC is. The Temenggung Ibrahim Teacher Training College in Malaysia, for example, described it as a centre where learning could take place without the presence of a teacher or facilitator, and where learning materials and facilities are provided and designed to teach and give learners feedback on their progress. In two separate works, Sheerin (1989, 1997) stated that the SAC is a means to cater for individual learners' needs which requires effort on teachers' part to provide learning materials. Jones (1995), on the other hand, stated that the SAC is where both teachers and learners would have to change their

attitudes and approaches whereby learners could take a more active role in determining their own learning objectives and processes. Faizah *et.al.* (1998), in their report on the effectiveness of SAL materials, nevertheless, asserted that a SAC is a resource centre for autonomous learners, and a centre that offers learning materials which complement a language course.

Concerning the purpose of SAC, Benson (2001: 114) argued that the '*SAC should function as a quasi-independent unit with its own philosophy and routines for engaging learners in study outside the classroom*'. In other words, the SAC should have principles and purposes which could encourage learners to learn outside formal classes. Other purposes of the SAC include providing students the opportunity to pursue their learning in their own preferred way at their own pace (Maley, 1989). In other words, as Sheerin (1997) put it, the objective of the SAC is to provide conditions that will prepare learners before they begin SAL, and which will support learners during their on-going Self-Access work. Jones (1995), on the other hand, stated that the creation of the SAC was to allow learners to take as much personal control of their learning as they wish, and to offer learners who have no aptitude or desire for independence as much guidance as necessary. Dickinson (1987), too, stated that the SAC makes provision for learners who were either fully autonomous, semi-autonomous, or even non-autonomous. In short, it can be argued that the SAC provides a conducive learning environment, offers learners opportunities to carry out learning activities either on their own or in groups, accommodates relevant, motivating and interesting learning materials, encourages the use of various learning facilities, and caters for the needs of individual learners so as to enable them to assume some responsibility for their learning.

Moreover, a SAC may be seen as an advantage for the teachers. Waite (1994) and Sturtridge (1992) argued that the SAC enables teachers to provide more relevant, motivating but cost-effective materials at minimum teacher-time, and to address the varying needs of students in large classes.

From the descriptions and purposes given above, SAC seemed to play several roles related to a teaching-learning situation (Sturtridge, 1992). Sturtridge added that the roles of SAC within the institution depend on how it is organised and equipped, the materials it offers and the type of learning that is likely to take place. Roles which could be assigned to the SAC (agreed by Sturtridge, 1992 and Faizah *et.al.*, 1998) are as follows:

1. instruction centre – acting as a surrogate teacher or a supplement to taught classes, where tests are included to ensure learners reach a particular level of proficiency before progressing to a further unit.
2. practice centre – concerning practising an extension of what is covered in class. It is closely related to the institution's teaching programme
3. skill centre – focusing on only one language skill which meets an identified need for improvement.
4. learning centre – allowing learners to extend their knowledge of the language through practices, consolidations and tests of what has been learned in class. It can be completely independent of taught classes, and is usually intended for those who do not attend class with intrinsic motivation.

Finally, Benson (2001: 114) argued that *'the crucial factor in the relationship between Self-Access learning and the development of autonomy are the goals of the*

SAC and the measures taken to achieve them'. In other words, he stated that the purpose and management of SAC would determine whether students develop 'learner autonomy'.

2.2 Roles of Materials in the SAL Programme

For the Self-Access Language Learning (SALL) programme to be successful and for the students to develop the ability to learn independently, we cannot just rely on changing the teachers' and students' roles. Martyn & Chan (1992), in a Self-Access action research progress report, stated that the presence of suitable learning materials is also important to ensure success. Even if the mere existence of Self-Access facilities could not ensure independent learning, Sheerin (1997) argued that well-organised and suitable Self-Access materials could facilitate and encourage self-directed learning. Hence, she stressed that the SAC should provide materials that could foster learner independence rather than teacher-directed materials or instructions by remote control.

Boud (1981), too, stated that it is important for educational institutions to constantly restructure learning materials and activities to prepare students for 'learning after school' and to assist them in developing the skills needed in their future careers. In addition, Waite (1994) who discussed '*Low-resourced Self-Access in the developing world*', asserted that asking students to use learning materials which are inappropriate is like leading them '*to a watering hole*' because they '*will have their worst doubts about their own language learning skill confirmed, and are not likely to return*' (p.241). In other words, she stated that students who are forced to learn via

inappropriately designed materials will feel that it is useless doing the activities and that it is better to be passive learners. Due to this, Little (1991) stressed the importance of considering both the students' needs and teacher's special expertise when preparing the *SAL* materials. He stated that the preparation of the learning materials should take into consideration the teachers' suggestions and the learners' needs.

2.2.1 Good Self-Access Learning (*SAL*) Materials

What constitute good *SAL* materials? Many researchers seemed to agree that the most important criteria of good *SAL* materials would be a clearly written statement of the aims and objectives (Sheerin (1989), Carvalho (1993), Lum & Brown (1992), Dickinson (1987), Boud (1981) and Meyer (1988)). In addition, Sheerin and Carvalho agreed that the presentation of the *SAL* materials is vital because well-presented *SAL* materials can increase the students' confidence in using them. They stated that as human beings, students often like professionally done materials. They listed several characteristics of well-presented *SAL* materials, i.e. attractive, inviting, professionally written and finished with appropriate and suitable size, layout, artwork and typeface.

Apart from the criteria mentioned earlier, the content, choice of procedures, tests and feedback, record keeping advice, cross-referencing possibilities, and the practicalities such as indexing, filing and recording usage of materials would also make *SAL* materials worthy. The Malaysian Ministry of Education (MMoE, 2001) stated that it is important to have learning materials that can cater for the different students' needs,

learning styles, abilities, and interests. Sheerin (1989), Carvalho (1993), Dickinson (1987) and Meyer (1988), too, emphasized the need for materials to be worth learning, i.e. they should consist of useful exercises, meaningful language input, flexible and appropriate learning instructions, and useful advice. In short, researchers agreed that *SAL* materials should have clear aims and objectives, worthwhile learning activities, useful feedback, appropriate assessment, flexible advice on record keeping, and accessible for students to work either individually or in collaboration with others without direct supervision from the teachers.

There were several suggestions given on how the *SAL* materials should be designed. The MMoE (2001), for example, stated that the *SAL* materials should give learners sufficient opportunities to be actively involved in their learning process while Sheerin (1989) stated that the learning materials should be designed and organised in ways where learners could select and work on tasks independently, and later, obtain feedback on their performance through answer keys that are provided for the activities or tasks given. Similarly, Faizah *et.al.* (1998) asserted that the learning materials should be more learner-friendly than the textbook and should guide students through the learning process with all possible queries addressed. In addition, Barnett & Jordan (1991), in their paper on how Self-Access facilities should be used, highlighted the importance of linking the different learning materials to enable a more purposeful learning and to allow long-term planning, consolidation and reinforcement.

Building stocks of *SAL* materials is also as important as preparing the materials. In reference to the published materials, Sheerin (1989), Gardner & Miller (1999), Dickinson (1987), and Gardner (1995) recommended adapting and using these

materials in combination with in-house produced materials to meet the needs of a particular group of students. To make the published materials more learner-friendly, they suggested the followings to be done: (1) provide supporting worksheets which could guide learners through the materials, (2) supply answer keys, and (3) separate books into smaller and more manageable units.

Gardner & Miller (1999) stated that the quality of these in-house produced materials can be enhanced through the use of authentic sources such as newspapers and subject-specialised textbooks. Table 2.1 below further summarised the benefits and drawbacks of the published/commercialised materials, in-house produced materials and authentic materials.

Table 2.1: A summary of the different learning materials.

Type of Materials	Advantages	Drawbacks
Published / Commercialised Materials	Quick and easy to get. Quality guaranteed - written by expertise. Consist a wide range of skills, format and styles. Well-known to students.	Might not be suitable for learners' context – too general, often designed for mass appeal. Expensive to purchase more copies. Not suitable for learners working independently – need teacher's guidance. Lack of answer keys and feedback. Inseparable units – need to use them accordingly.
In-House Produced Materials	More precisely geared to students' needs – specific learning goals for different learning styles and cultures. Allows inclusion of contexts familiar to learners - motivating. Allow learners to work on individual units without restrictions. May contain pathways which	Time consuming to produce good materials, organise and coordinate them – leads to limited amount of material production. Difficult to ensure quality – can be less user-friendly, less useful, and less accurate.

	allow cross-referencing. Can be up-dated from time on regular basis. Cheaper to mass-produce.	
Authentic Materials	Can be useful, motivating. Can promote acquisition. Can contribute to language immersion. Professionally related materials can enable learners to channel their language energies relevant to their needs.	Complexity of language used may hinder learning and demotivate learners. May be low in production May be difficult to get – rare; time-consuming and frustrating.

Sources: Sheerin (1989, 1991), Lum & Brown (1992), Gardner & Miller (1999), Riley (1981), McGarry (1995).

However, in preparing and building up the materials, Lum & Brown (1992) warned that teachers' lack of management skills can lead to low-quality and poor production of in-house produced materials. Little (1989), on the other hand, stressed that cost should not be the measure in deciding the use of in-house produced materials. He stated that it might be more expensive and worthless to spend huge amount of time and money because preparing, editing, piloting, and administrating the in-house produced materials require a lot of paperwork.

2.3 Roles of the Facilities in the SAL Programme

Hill (1994), Todd (1997), and Gardner & Miller (1999) seemed to agree that the physical condition of the Self-Access Centre (SAC) could greatly influence how autonomous learning is to be achieved and its overall success. In relation to this, McCafferty (undated) stated that a system cannot be successful or run smoothly if it is not 'user-friendly' or easy to access. He then added that the lack of fully and properly

classified materials, sufficient and suitable workspace, effective and efficient storage system, and tolerable disturbances (e.g. noise and movements) in the learning environment can hinder the process of developing 'learner autonomy' among students. Due to this, Jones (1995) reminded us that the intentions of a good SAC will only be reflected if proper choice and arrangement of furniture and the disposition of the materials are made. Maley (1989), who shared the same view, emphasized the need to carefully consider the organizational systems of the SAC so that it can offer a systematically designed framework of support for the students and can ensure integration of work done in the centre and the classroom.

Regarding the location and the organization of space, Sheerin (1989) and the Malaysian Ministry of Education (MMoE, 2001) agreed that these factors should be carefully thought out. Firstly, with regard to the arrangement of the learning materials, it was recommended that teachers or programme planners arrange the materials in whatever way suitable and accessible to students even if only a limited space is available. Sheerin then suggested breaking up larger learning areas into smaller ones; clearly dividing them for different activities, e.g. creating private working areas, reading corners, listening corners, viewing corners and others, using bookshelves or screens as partitions. Secondly, regarding the design of the SAC, it should be conducive, suitable, attractive, and appealing to students, and should cater for individual students' learning styles and small group interactions. Thirdly, concerning the layout of the SAC, which includes how the furniture, learning materials and equipment are arranged and placed, it was stressed that the layout should take into account students' movements, i.e. their movements into and out of the centre must be made easy and unhindered. The amount of noise should also be distributed

accordingly, starting from the noisiest part at the entrance and then, gradually fading down as the students advance into the different sections of the centre (Sheerin, 1987).

However, Barnett & Jordan (1991) argued that emphasis should not only be given to the hardware and materials but also on how the SAC is managed. 'Good management', according to Gardner and Miller (1999), is important regardless of the size of the SAC. They argued that lack of management of the physical settings, resources, students and the running of the centre could be a disaster for the SAC. The importance of 'good management' was also emphasized by Sheerin (1989) and the MMoE (2001). They stressed the need to properly manage the learning materials, equipments, students, the distribution of noise, and the pathways provided for new users of SAC. Sheerin then suggested building a storage compartment to stack the learning materials as to prolong their shelf life. Besides placing the learning materials according to different skills and levels of language proficiency, the MMoE recommended sealing books with plastic, clearly labelling and mounting or laminating printed materials such as worksheets onto cards, and arranging them in separate colour-coded boxes. In terms of managing the equipment, the MMoE emphasized the need to place and organize equipments such as cassette/video tapes and players, computers and CALL software, board games and others systematically. Regarding pathways, Sheerin (1989) asserted that there could be signs on the walls, labels on the learning materials, and an information sheet or guideline listing the content of the SAC, location of resources and appropriate learning procedures. In relation to this, Kell & Newton (1997) listed several functions of pathways, i.e. as a map (to guide students way around the centre), a sample (to inform students the content of the centre), a stepping stone (to help users study independently), a

counsellor (to help students reduce anxiety dealing with unfamiliar materials), a motivator (to motivate/force user to work more efficiently), a release (to provide user with something different from syllabus) or a replacement teacher (to save on resources). They later reminded that pathways should be kept simple as not to further confuse the students with technical terms or complicated instructions.

2.4. Roles of Self-Access Learners

Self-access learners need to plan their own learning targets, choose their preferred learning style, plan and organize their work, decide when best to work alone, work collaboratively and when to seek advice. Self-access learners will become better learners as they learn through their personal experience, identify and solve their own learning problems, employ creativity in their learning process, and assess their own progress with respect to their learning targets.

If learners were made to select and outline their own learning objectives, they would be more directed and focused. This is because learners often do not know why they are participating in learning activities (Brophy, 1998). Learners will derive more satisfaction out of their participation in learning activities if they understand the reasons and the objectives of the activities.

One important responsibility of the self-access learner, apart from identifying his learning needs and learning objectives and goals, is to self-assess his learning activities. Self-assessment is a prerequisite for a self-directed learner Todd () lists the many benefits of self-assessment for a self-access learner as follows: it raises a

Comment: Year needed.

learners' awareness of the language, makes him aware of his effective ways of learning and learning performance, increases learning motivation and goal orientation in learning, enhances and formulates his beliefs about aspects of learning.

To become effective self-access learners, Marshall and Rowland (1993) recommend that learners learn effective information retrieval methods such as the use of libraries, discover their own learning purposes and learning style, learn ways to bridge the gap from dependent learning which they are so used to while at school, to independent learning which they need to empower themselves with while at the university. It is also advocated that learners switch from utilizing so frequently the knowing and remembering techniques of learning to higher learning techniques like analysing and researching. Marshall and Rowland (1993) stress that it is important that independent learners learn how to ask complex questions and how to pursue their own questions in formal education.

As maturity and confidence increases in these independent learners, teachers who have been providing them with direction and encouragement could gradually reduce the amount of support that has been given.

2.5 Learning Needs

Learners are the best judges of their own learning needs and wants because only they know what they can and cannot do with their learning process (Chan, 2001). Jones and Jones (2000, in Reilly, 2001: 34) identified several academic needs and wants of

learners. These learner needs include “feeling important and secure in the learning environment, understanding learning goals, having time to integrate learning, understanding the learning process, and receiving feedback”. It was observed that learners’ motivation to learn increased when they felt that their needs were being met in class.

2.6 Learner Contract

One specific tool which could clearly identify the learners’ needs and wants is the Learner Contract. Besides identifying these areas for the learner, the Learner Contract also helps facilitate the learners’ learning process. Upon filling in the Learner Contract, learners may discuss the contract with their self-access learning counselor who will help refine the learners’ ideas on what, how and when to learn. In the Independent Learning Contract designed by Yates (2004), learners need to indicate the topic that they wish to learn more about, resources which they need (places to visit, people to interview, books, computer databases, etc.), how they will show what they have learned, when their work will begin and end, and when they wish to present their completed project to the class.

In Dickinson’s Learner Contract (1987), learners identify two or three learning goals, tasks and learning materials that will be used to achieve these goals, and ways of assessing the achievement of learning goals they have identified earlier on. In the Learner Contract, the learner may select his own learning goals or the teacher may help with the choice of goals.

2.7 Summary

In this chapter, the concept of Self-Access Learning, the importance of learning materials and facilities in the *SAL* programme, and the responsibilities of Self-Access learners were reviewed. The first section reviews the Self-Access Learning concept, definitions, and rationale. The review of literature on Self-Access centres, its history, its purpose and functions, were also included. In sections two and three, a review of literature on the roles of materials and facilities in the *SAL* programme was presented, i.e. what constitute good *SAL* materials, centres, and facilities. In section four, the roles of a self-access learner were discussed. Finally, the chapter ends with a discussion on learning needs and learner contract.

CHAPTER III

METHODOLOGY

3.1 Subjects

The subjects for this study were first year students taking English for Academic Communication (UHB 1412) course offered by the Department of Modern Languages. These subjects were required to undergo a self-access learning programme embedded within the course. There were 22 classes totaling approximately 1200 students who took part in the self-access learning programme from July 2003 – December 2003. These participants were asked to fill up questionnaires, needs analysis and learning contract for the self-access programme that they went through.

The student population was chosen for a number of reasons. First, the first year students have a need for innovative educational practice to meet the educational requirements for their future study at the university. This self-access programme could in a way enrich their proficiency level to ensure their survival in the following year. Second, these students of various backgrounds could provide information on different needs analyses that would help to upgrade the future English proficiency courses. Third, communication skill is the main area of the English proficiency course, thus the perception of the first year students could basically contribute to the development of pedagogical approach in teaching the skill.

3.2 Instruments

The instruments used in this study were the self-access learning questionnaires, needs analysis and learning contract. 1200 copies were distributed to the subjects. However, 235 copies of questionnaire, 253 copies of needs analysis and 663 copies of learning contract were returned. The information gained from these instruments served as the primary sources of data for this study.

This questionnaire consisted of 40 items that were adapted from a PhD questionnaire entitled “Perceptions of Students and Lecturers Towards The Self-Access English Language Learning (SAELL) Approach and Programme: A Case Study.” It consisted of two sections, i) Personal and Educational Background and ii) Personal views (refer to Appendix 1). The items on personal views were designed in a form of statements of agreement (from Strongly Agree to Strongly Disagree). The purpose was basically to obtain students’ perceptions towards the facilities provided, lecturers’ support towards the programme, materials as well as the relevance of the self-access English Language learning programme.

The needs analysis was designed to identify the subjects’ language needs (now; future; now and future) as well as the students’ present proficiency level (very weak to very good). The items were adapted from the General Needs Analysis Form used by (HKUST) Self-Access Centre which was extracted from a chapter entitled “Helping Learners Plan and Prepare for Self-Access Learning” by Winnie W.F (refer to Appendix 2). This was depicted from a book entitled “Directions in Self-Access Language Learning” by David Gardner & Lindsay Miller.

The needs analysis required the subjects to complete 3 sections: a) Personal and Educational Background, b) Various Language Learning Needs and c) Areas of Language. These items provide information on several skills including reading, writing, listening, speaking, grammar and pronunciation. The responses from reading area indicated the subjects' needs for note-taking. The writing area revealed the subjects' needs and competency in writing essays, thesis, memos, minutes, reports, summary, resume and letters. The listening area showed the subjects' ability to listen to lectures, documentaries, interviews, business meetings, movies/TV, radio and telephone conversations. The speaking area indicated the subjects' needs and competency in oral presentation, group discussions, interviews, business meetings, social gatherings, and telephone conversation. The grammar and pronunciation areas identified the subjects' needs and competency in basic tenses (present, past and future), sentence structure, vocabulary, spelling as well as word sounds and intonation.

Another instrument used in this study was the learning contract. It was adapted from the Learning Contract found in the book mentioned as above and a school planner (refer to Appendix 3). The title of the student school planner is "The Bulmershe School Student Planner 1998/9." It included the information below:

- a. Student's target for self-access learning programme. This target is related to the type of skills that the students intend to improve on i.e. reading, writing, speaking, listening.
- b. The actual skills and activities that the students went through for the self-access learning programme.

- c. The self-checking progress. This is a detailed report of the skills, topic, time, date and number of activities the students did that included the achievement of the target.
- d. The remarks or self-reflection of the students' overall experience when participating the self-access English language programme.

3.3 Procedures

Prior to the implementation of the self-access learning programme, all the instruments i.e. the learning contract, the questionnaires, and the needs analysis were vetted by a Self-Access Learning Committee. This was to ensure the validity and reliability of the instruments.

The main study coincided with the English for Academic Communication course in the first year curriculum. The students who took the course were given 10 marks for self-access learning activity. The 10 marks should reflect ten different skills or exercises that they have done. Specifically, 5 marks were given for the listening skills and another 5 came from other skills according to the learning target set by the subjects. Besides the 10 exercises required, the subjects were also encouraged to do more for the sake of exposing themselves to the language skills. Materials of various skills (listening, reading, writing and speaking) and forms were prepared for them to access, i.e. digitized language learning software, printed handouts as well as a self-access website. All materials can be accessed in the language lab from week 3 to week 13 of the semester.

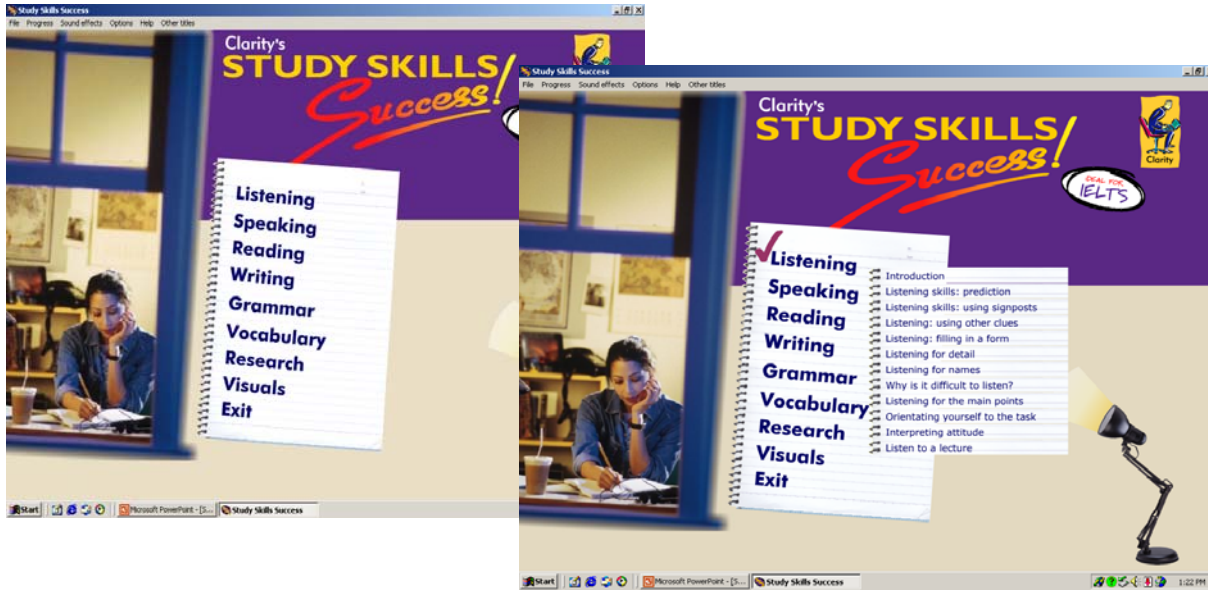
A guided tour was carried out by the lecturers for their students during one of their regular classes. The potential subjects were given information about the purpose of the self-access learning programme and what they could expect if they participated. All students were given the learning contract and needs analysis relating to the information on language needs and areas. Further, they were reminded that their lecturers would be ready to assist if they needed help.

Upon arrival at the lab, subjects were informed that they could choose to explore the contents or topic of the language learning software and tried out the exercises according to the requirement of self-access learning programme. In this case, Clarity Study Skills Software were selected as it covers mainly every skills required by the subjects.

Eight different skills in Clarity Study Skills Software including the four basic skills were explored by the subjects before deciding on which exercise to choose. The subtopics of the skills appeared once the subject selected the skills they wanted to do.

The interface of the software can be seen on the following page:

Figure 3.1: Sample of Clarity's Study Skill Success



The subjects then printed the interactive exercises that they have done as evidence of their work.

The needs analysis forms were also given to the students to obtain significant information about their language backgrounds and competencies. They were required to complete part of the learning contract (i.e. the learning target) before doing the self-access activity. This was to ensure that subjects planned their targets. The subjects were also reminded that they were given about 11 weeks to do their self-access learning activities. While going through the self-access learning programme, they were requested to fill up another part of the learning contract (i.e. the activity chosen to achieve the learning target). The submission of the learning contracts should be done in week 13 upon completion of the self-access learning programme.

The questionnaires were distributed on week 13 by individual lecturers to their subjects. Half an hour was given to ensure that the subjects answered all items and

submitted them to the lecturer. At this stage the head of self-access committee would be responsible for collecting the instruments from the lecturers.

3.4 Data Analysis

In this research, the data collected were from the needs analysis, outcomes of self-access learning activities, and responses to questionnaires that included comments.

The analysis of the data involved multiple methods and triangulation. The content of the needs analysis was analyzed both quantitatively and qualitatively. The items of learning contract were analyzed along with responses to scaled items in the questionnaires, using the descriptive statistical procedures.

To help illustrate the sources from which content elements were sorted, categorized, counted, and analyzed, excerpts from the answers were presented in subsequent sections of this report. Similarly, selections of comments were presented to highlight a variety of subjective impressions expressed by the subjects.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the analysis of data and findings. Specifically, it will report on the findings of the survey in relation to the students' views of the self-access learning programmes, students' views of the self-access learning materials, and students' views on the self-access learning laboratory. This chapter will also provide the analysis of the students' language needs.

4.1 Students' Views of the Self-Access Learning Programme

This section reports on the findings of UTM students' views on the self-access learning programme.

Table 4.1 below shows an analysis of the responses concerning the self-access learning programmes. 79.6% of the students agreed that the objectives of the self-access learning programme were clear. 80.8% of the students claimed that the self-access learning programme allowed them to decide what they wanted to learn. 82.5% of the students agreed that the self-access learning programme have helped them to work on their weak points of the English language.

Table 4.1: Students' views on the self-access learning programme

	Agree %	Freq	Not sure %	Freq	Disagree %	Freq
The objectives of the <i>SAL</i> programme are clear	79.6	187	14	33	6	14
The <i>SAL</i> programme takes the place of a lecturer	37	87	28.1	66	34.1	80
The <i>SAL</i> programme helps me to be more responsible of my own learning	71.9	169	20.9	49	6.85	16
The <i>SAL</i> programme encourages me to be an active learner	72.3	170	21.3	50	6	14
The <i>SAL</i> programme enables me to decide what I want to learn	80.8	190	11.5	27	5.55	13
The <i>SAL</i> programme helps me to work on my weak points of the English language	82.5	194	11.1	26	6	14
The <i>SAL</i> programme encourages me to attend English classes regularly	64.2	151	25.1	59	10.2	24
Every student should make full use of the <i>SAL</i> programme	87.66	206	6.8	16	5.1	12

In terms of encouragement that students obtained from doing the self-access learning activities, 72.3% of the students claimed that the self-access learning programme encouraged them to be active learners. In addition, 64.2% of the students believed that self-access learning programme encouraged them to attend English classes regularly. 71.9% of the students agreed that the self-access learning programme helped them to be more responsible for their own learning. The majority (87.6%) of the students thought that every student should make full use of the self-access learning programme. Only 37.0% of the students in the study seemed to agree that the self-access learning programme took the place of a lecturer.

In conclusion, the results from this section revealed that most of the students agreed that the self-access learning programme was beneficial and motivating for them. They

believed that the programme have helped them to develop interest in learning English language. This could be seen when the students claimed that the programme encouraged them to attend English classes regularly. Besides that, the students also believed that the self-access learning programme encouraged them to be active learners. In addition, the students felt that all students should make full use of the self-access learning programme. This shows that students realized how the self-access learning programme could help them to learn the English language and they understand that the programme could not replace their lecturers.

4.2 Students' Views of the Self-Access Learning Materials

This section reports on the findings of UTM students' views on the self-access learning materials.

Table 4.2: Students' views on the self-access learning materials.

	Agree	Freq	Not sure	Freq	Disagree	Freq
The materials are suitable for SAL activities	85.5	201	10.2	24	3.83	9
The materials meet the language needs	75.7	178	17.4	41	6.38	15
The content of the materials is relevant to the coursework	70.2	165	23	54	5.96	14
The objectives of the materials are clearly stated	71.49	168	22.1	52	5.1	12
The materials are appropriate for the level recommended	76.17	179	17	40	6.38	15
The materials are appropriate for the language skill recommended	79.15	186	14.9	35	5.1	12
The instructions in the materials are easy to follow	88.5	208	7.2	17	3.4	8
The language used in the materials is appropriate for the	83.4	196	11.1	26	4.7	11

level recommended						
The explanations in the materials are clear	77.8	183	16.6	39	5.1	12
The materials help to improve the language proficiency	79.5	187	13.6	32	6.4	15
The materials help to improve the language skills	81.3	191	12.8	30	5.5	13
The design of the materials is attractive	56.2	132	26.8	63	17	40
The materials are clearly labelled	74.5	175	12.3	29	13.2	31
There are enough materials available for them to choose from	65.5	154	18.7	44	15.8	37
The different levels contain sufficient number of learning materials	60.4	142	28.1	66	11.1	26

As shown in Table 4.2, the majority (88.5%) of the students seemed to agree that the instructions in the materials were easy to follow. 77.8% of the students agreed that the explanations in the materials were clear, 71.5% of the students agreed that the objectives of the materials were clearly stated, and 70.2% of the students claimed that the contents of the materials were relevant to their coursework.

In terms of the appropriateness of the materials, 85.5% of the students surveyed agreed that the materials for the self-access learning activities were suitable for them, 76.2% of the students claimed that the materials were appropriate for the levels recommended, and 79.2% of the students thought the materials were suitable for the language skills recommended. The students (65.5%) found that there were sufficient materials for them to choose from, and 60.4% of the students agreed that the different levels contained sufficient number of learning materials.

In relation to the language used in the materials, 75.7% of the students agreed that the materials meet their language needs, and 83.4% of the students agreed that the language used in the materials were appropriate for the level recommended.

In terms of the benefits gained from the materials, 77.8% of the students in this survey believed that the self-access learning materials have helped them improve their language proficiency and 81.3% of the students claimed that the materials have helped them improve their language skills.

Although most of the students highly agreed with the quality, suitability, language and benefits of the self-access materials, only 56.2% of the students thought that the design of the materials were attractive. The students' claims in relation to the attractiveness of the materials were supported by the suggestion that they had made in the open-ended section. The following are the suggestion made by the students about the self-access learning materials:

It should be made more attractive and interesting.

Provide more interesting and attractive design for future materials.

In conclusion, the results from this section revealed that most of the students agreed that the self-access learning materials were suitable for independent learning. They believed that the materials were appropriate for the level and language skills recommended. The students were satisfied with the quality of the materials such as the objectives of the materials were clearly stated, instructions were easy to follow and explanations were clear. The language used in the materials was believed to be

appropriate to the students' needs and the level recommended. Despite the suitability, quality and sufficiency of the self-access learning materials, some of the students thought that the materials should be interesting and attractive. Since the materials were for independent learning, having attractive appearance might attract students' attention. Therefore, it is reasonable for some of the students to suggest for more attractive materials in the future.

4.3 Students' Views on the Self-Access Learning Laboratory

This section reports the findings on the UTM students' views of the self-access learning laboratory.

Table 4.3: Students' view on the self-access learning laboratory

	Agree %	Freq	Not sure %	Freq	Disagree %	Freq
The SAL laboratory is a comfortable place to study	77.0	181	13.6	32	8.5	20
The layout of the self-access laboratory is conducive to SAL	72.7	171	20.9	49	5.9	14
The size of the SAL laboratory is suitable for number of students	47.2	111	28.9	68	23.4	55
The opening hours of the SAL laboratory are suitable for students	54.5	128	23.4	55	21.2	50
A language resource person is always in the SAL laboratory during opening hours	47.7	112	36.2	85	15.8	37
The lab assistants offer help when students need it	53.2	125	30.6	72	15.4	36
There are clear guideline provided on how to use the SAL laboratory	61.7	145	31.1	73	7.2	17
The audio visual equipment is always in working condition	39.1	92	44.7	105	16.2	38
Computers are readily available for SAL	77.8	183	13.6	32	8.5	20
The available software is	67.2	158	25.5	60	6.4	15

suitable for <i>SAL</i>						
Signs showing various sections of the <i>SAL</i> laboratory are well posted	56.2	132	34.9	82	8.1	19
Posters that are placed on walls are relevant to language learning	48.9	115	41.7	98	8.5	20

Table 4.3 above shows an analysis of the responses concerning students' views of the self-access learning laboratory. The results indicated that 77.0% of the students agreed that the self-access learning laboratory was a comfortable place to study and 72.7% claimed that the layout of the laboratory was conducive for self-access learning. However, 23.4% of the students seemed to disagree on the size of the self-access learning laboratory. The students thought that the laboratory was not suitable for the number of students.

In terms of the management and services available at the self-access learning laboratory, 54.5% of the students agreed that the opening hours of the self-access learning laboratory were suitable for the students. However, only 47.7% of the students agreed that a language resource person was always present in the self-access learning laboratory during the opening hours. While 53.2% of the students claimed that the lab assistants offered help when they need it.

In relation to the facilities available at the self-access learning laboratory, 61.7% of the students agreed that the guidelines provided on how to use the self-access learning laboratory were clear. The students rated highly the statements concerning the availability of computers for the self-access learning laboratory, which is 77.8%. However, the students were not really satisfied with audio-visual equipment that is available in the lab. Only 39.1% of the students agreed that the audio-visual

equipment were always in working condition. 67.2% of the students claimed that the available software were suitable for the self-access learning laboratory.

Concerning the signage at the self-access laboratory, 56.2% agreed that the signs showing various sections of the self-access laboratory were well posted. 48.9% of the students indicated that the posters that were placed on walls were relevant to language learning.

In the open-ended question, the students had provided a few suggestions to improve the self-access laboratory. Some of the suggestions are:

Computer must be upgraded.

Server should be faster.

Extend the lab opening hours until night.

Provide more facilities and materials.

In conclusion, although the majority of the students were satisfied with the condition, management, services, facilities, and signage of the self-access laboratory, these students had suggested ways of upgrading the self-access laboratory. When responding to the questionnaire, the students agreed that computers were readily available for self-access learning, however, in the open-ended questions, these students suggested that the computers need to be upgraded. The students also suggested that the server should be faster. Although they agreed with the facilities of the self-access laboratory, in the open-ended question these students suggested for more facilities and materials to be made available.

4.4 Students' Language Learning Needs

The following sections examine how students rate their language learning needs according to the four basic language skills: reading, writing, listening, and speaking.

4.4.1 Reading Skills

The findings in Table 4.4 below show that 63.3% of the students felt that to fulfil their present need they have read to improve their comprehension. In contrast, only 7.2% of the students thought that in future they might need to read to improve their comprehension. 59.1% of the students claimed that now they had to read to take notes (note-taking). The students thought that at present, it is also important for them to read to increase speed, therefore, 53.2% of the students rated this item. 52.8% of the students rated reading newspapers as their present need. Concerning reading magazines and journals, 50.2% and 41.2% students respectively rated reading as their present need.

Table 4.4: Language learning needs – reading skills

Language Areas	Now	Future
READING		
Reading to Increase Speed	353 53.2%	104 15.7
Reading to Improve Comprehension	420 63.3%	48 7.2%
Reading to Take Notes (Note-taking)	392 59.1%	69 10.4%
Reading Newspapers	350 52.8%	103 15.5%
Reading Magazines	333 50.2%	118 17.8%
Reading Journals	273 41.2%	183 27.6%

In conclusion, the overall findings indicated that the students rated they need to read more now than in the future. The order/sequence of the students' needs to read now are: i) to read to improve comprehension, followed by ii) to take notes (note-taking) and iii) to increase speed. These three aspects seemed to be rated higher compared to reading newspapers, magazines, and journals. It is obvious that most of the students in this research need to acquire the reading skills mentioned now so as to prepare themselves for their academic purposes. However, the students rated reading newspapers, magazines, and journals as reading for pleasure.

4.4.2 Writing Skills

Table 4.5 below shows the analysis of the responses concerning students' needs of their writing skills. 67.3% of the students indicated that they needed the skills to write essay/composition now. Writing summary was identified by 65.2% of the students as the skills that they needed at present too. 39.8% of the students rated writing thesis as the need for future. Although 37.1% of the students agreed that writing curriculum vitae/resume was a need for the future, 33.8% of the students thought writing curriculum vitae/resume was a present need. Writing essay/composition and writing summary, 7.7% and 5.4% of the students respectively thought as less needed writing skills in the future.

Table 4.5: Language learning needs – writing skills

Language Areas WRITING	Now	Future
Writing Essays/Compositions	446 67.3%	36 5.4%
Writing Thesis	231 34.8%	264 39.8%
Writing Memos	222 33.5%	251 37.9
Writing Minutes	222 33.5%	251 37.9%
Writing Reports	319 48.1%	156 23.5%
Writing Summary	432 65.2%	51 7.7%
Writing Curriculum Vitae/resume	224 33.8%	246 37.1%
Writing Letters	313 47.2%	119 17.9%

In conclusion, the majority of the students showed that they need writing skills such as writing memos and writing minutes for present and future need. The students also seemed to rate writing thesis as their need in the future. This shows that the students in this study understand that they have to write thesis in their final year; therefore, they need this skill in the future. Writing essay/composition and writing summary seemed to be of lesser need in the future. The students need these two skills now for their academic purposes.

4.4.3 Listening Skills

As shown in Table 4.6 below, the majority (66.2%) of the students rated listening to lectures as their need at present. This statement is only rated by 4.5% of the students as their need in the future. 37.3% of the students thought that they needed the

interview skills in the future. Listening to business meetings were rated by 54.0% of the students as their future needs. In contrast, only 22.5% of the students rated the same item as they need the skills now. Listening to radio, movies/TV, and telephone conversations, which is 56.0%, 54.3%, and 50.7% respectively seemed to be the students' needs at present.

Table 4.6: Language learning needs – listening skills

Language Areas	Now	Future
LISTENING		
Listening to Lectures – Note-taking	439 66.2%	30 4.5%
Listening to Documentaries	278 41.9%	200 30.2%
Listening to Interviews	234 35.3	247 37.3%
Listening to Business Meetings	149 22.5	358 54.0%
Listening to Movies / TV	360 54.3%	80 12.1%
Listening to Radio	371 56.0%	80 12.1%
Listening to Telephone Conversations	336 50.7%	110 16.6%

In conclusion, listening to interviews was closely rated as a need for now and future. However, slightly more students thought that they needed the interview skills for their future than those who need it now. Listening to radio, movies/TV, and telephone conversations seemed to be the immediate need. These listening skills may be seen by students as useful skills for personal purposes when they are students. Therefore, they did not rate the skills high as their future needs.

4.4.4 Speaking Skills

Table 4.7: Language learning needs – speaking skills

Language Areas SPEAKING	Now	Future
Speaking for Oral Presentation	420 63.3%	59 8.9%
Speaking in Group Discussions	420 63.3%	48 7.2%
Speaking in Interviews	272 41.0%	214 32.3%
Speaking in Business Meetings	161 24.3%	334 50.4%
Speaking in Social Gatherings	306 46.2%	151 22.8%
Speaking for Telephone Conversation	337 50.8%	116 17.5%

The findings in Table 4.7 above show that 63.3% of the students believed that speaking for oral presentations were their present needs. Similarly, 63.3% of the students rated speaking in group discussions were their present need. 50.4% of the students rated speaking in business meetings to be their future needs. Speaking in interviews was closely rated, that is 41.0% of the students needed the skills now while 32.3% of the students needed it in the future.

In conclusion, the majority of the students rated the speaking skills that they need to learn or for academic purposes, such as speaking for oral presentations, group discussions, and interviews as their present needs. However, speaking in business meetings were considered as future needs. Telephone conversations were considered to be present need. However, social gatherings were thought to be important for now and future.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS OF THE STUDY

In this chapter the findings of the study will be summarised, followed by a discussion on the implications, suggestions for further research and the conclusion.

5.1 Summary of Findings

Based on the findings, several points which highlight crucial elements of *SAL* have surfaced and should be taken into consideration in future implementations of *SAL*.

These points are:

- Students' Views on the Self-Access Learning Programmes
- Students' Views on the Self-Access Learning Materials
- Students' Views on the Self-Access Learning Laboratory
- Students' Language Learning Needs

5.1.1 Students' Views on the Self-Access Learning Programmes

The students responded positively towards the self-access learning programmes in general. This is shown in their recommendation that every student should make use of

these programmes. Apart from that, they showed readiness to assume the role of active, autonomous learners when the need arises, and are in turn motivated to further enhance themselves in the context of language proficiency and skills. Despite their inclination towards autonomy, they still recognise the need and role of the lecturer as their guide in the learning process. These are facts that should be reflected and capitalised upon.

5.1.2 Students' Views on the Self-Access Learning Materials

Overall, the students are satisfied with the materials used in the self-access learning programmes, and agree that the materials are of good quality, appropriate and sufficient. However, students have shown some concern with regards to the attractiveness of the materials. This should be worked upon, since it could indirectly affect the students' drive for independent learning.

5.1.3 Students' Views on the Self-Access Learning Laboratory

While the students are contented with layout, signage, posters, availability of computers as well as the personnel at the laboratory, they have pointed out several aspects which need change and/or improvement. These include the maintenance of the audio-visual equipment, the laboratory's size and opening hours, the Internet server's speed and the computers in the laboratory itself. The feedback obtained from the

students suggests that they take aspects like flexibility as well as quality of the learning experience seriously.

5.1.4 Students' Language Learning Needs

In terms of their language learning needs, the students are mostly interested in acquiring skills that they perceive as necessary in present time; namely reading, writing, listening and speaking skills which are either academic-related skills or skills that they can put to good use in their campus life. This implies that the students are clear on the skills they need to know and have, in both present time and the near future.

5.2 Implications of the Study

The first implication is the importance of obtaining students' feedback with regards to the design and implementation of the *SAL* programme. It is a naturally essential step in the evaluation phase, simply because the students are the 'clients' and 'end-users' of the programme in its entirety. From the feedback obtained, useful information that reflect the overall quality of the programme can be gained, its effectiveness determined and areas that need improvement as well as loopholes or weaknesses can be identified. Therefore, setbacks of the self-access learning programme should not be viewed as impediments but rather as avenues for future enhancement, whereas its strengths as the foundation upon which this enhancement is built upon.

Besides that, this study implies that students are ready to take charge and spearhead their own learning, given sufficient amounts of guidance and resources. It is hope that this readiness for autonomy can be optimised with the aim of providing the students a dynamic and meaningful learning experience.

5.3 Suggestions for Further Research

This research is primarily aimed at evaluating the design and implementation of the self-access learning programmes incorporated in English courses by the Department of Modern Languages. From the findings and analysis, it became apparent that students' needs and preferences largely determine the effectiveness of the programmes. Hence, we would like to suggest that future research could have the aspects of students' needs and preferences as the focus, with the feedback and suggestions obtained from the students as the guidelines.

5.3 Conclusion

It can be concluded that the integration of self-access learning programmes in English courses is an effective tool and leads to a better and more holistic learning experience. The students were generally satisfied with the programme and have benefited from it. Their English language proficiency and skills have improved, along with their computer/Internet skills and their ability to take charge of their own learning. Additionally, they were encouraged and motivated to learn, since the self-access

learning programmes added a new dimension to the learning process. These should be taken into consideration, for the benefit of both the students and, similarly, the lecturers as well.

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SELF-ACCESS ENGLISH LANGUAGE LEARNING PROGRAMME
JABATAN BAHASA MODEN
FAKULTI PENGURUSAN DAN PEMBANGUNAN SUMBER MANUSIA

Tujuan soal-selidik ini ialah untuk mendapatkan maklumat mengenai keperluan pelbagai kemahiran Bahasa Inggeris mahasiswa Universiti Teknologi Malaysia.

The purpose of this needs analysis survey is to gather information regarding the various English language learning needs of the Universiti Teknologi Malaysia's undergraduates.

Semua maklumat yang diberi akan hanya digunakan untuk tujuan penyelidikan ini dengan harapan ianya dapat membantu memperbaiki proses pengajaran dan pembelajaran Bahasa Inggeris, terutamanya di universiti ini. Untuk mencapai matlamat tersebut, adalah diharapkan KESEMUA soalan dapat dijawab dengan jujur dan ikhlas. Kesemua data yang diberi akan di**RAHSIA**kan.

*All information revealed will only be used for this research with the intention to help improve the English language teaching and learning process, especially at this university. To achieve this, please answer **ALL** questions. Your truthful and sincere answers would be much appreciated. All data given will be dealt with strict **CONFIDENTIALITY**. **ANONYMITY** will be guaranteed.*

Soal-selidik ini mengandungi dua bahagian:

The needs analysis contains two sections:

Bahagian A: Maklumat Peribadi dan Akademik

Section A : Personal And Educational Background

Bahagian B: Keperluan Pelbagai Kemahiran Bahasa Inggeris:

Section B : Various English Language Learning Needs:

Terimakasih atas kerjasama anda.

Thank you for your cooperation.

NEEDS ANALYSIS

SECTION A

Please tick (/) the appropriate box for the following items. Fill in the relevant information where appropriate.

1. Jantina / Sex : ☐ Lelaki / Male ☐ Perempuan / Female
2. Umur / Age :

<input type="checkbox"/>	17 – 18	<input type="checkbox"/>	19 – 20
<input type="checkbox"/>	21 – 25	<input type="checkbox"/>	25 ke atas / Above 25
3. Bangsa / Race :
4. Kursus yang diikuti dan Fakulti anda mendaftar di UTM :
Course attended and faculty you registered at UTM.:
 Kursus / Course:..... Fakulti / Faculty:
5. Tahun Pengajian / Year of Study:

<input type="checkbox"/>	Tahun Asas / Foundation Year
<input type="checkbox"/>	Tahun Satu / First year
<input type="checkbox"/>	Tahun Dua / Second year
<input type="checkbox"/>	Tahun Tiga / Third year
<input type="checkbox"/>	Lain-lain (sila nyatakan) / Others (please state):
6. Kursus Bahasa Inggeris yang anda telah ikuti / sedang ikuti:
(English Language course(s) you have taken / are currently taking):

<input type="checkbox"/> UHB 0312	No. of times you have taken it: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<input type="checkbox"/> UHB 1312	No. of times you have taken it: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
7. Kelayakan Akademik Sekolah Menengah / Secondary School Academic Qualification:

Jenis Sijil / Type of Certificate	Tahun/ Year	Nama Sekolah & Tempat / School attended & Place	Keputusan B.I./ English Result
SPM			
STPM			
Lain-lain (sila nyatakan) / Others (please state):			

8. Bahasa ibunda anda / First language:
 Bahasa seharian anda / Your daily language:
 Bahasa lain yang anda gunakan / Other language used:

SECTION B

Below are some language areas you may need at present or in the future. Please tick the language area(s) that you think you need to improve. In the last column, please tick the appropriate box to indicate your present proficiency level in each language area you have ticked. Use the choices given as a guide.

1. **Sangat Lemah** / *Very Weak*
3. **Baik** / *Good*

2. **Lemah** / *Weak*
4. **Sangat Baik** / *Very Good*

LANGUAGE AREAS	Needs		Present Proficiency Level			
	Now	Future	1	2	3	4
READING						
Reading For Academic / Professional Purposes						
a. Reading to Increase Speed						
b. Reading to Improve Comprehension						
c. Reading to Take Notes (Note-taking)						
Reading for Pleasure						
a. Reading Newspapers						
b. Reading Magazines						
c. Reading Journals						
Other Purposes (please specify):						
.....						
WRITING						
Writing For Academic / Professional Purposes						
a. Writing Essays / Compositions						
b. Writing Thesis						
c. Writing Memos						
d. Writing Minutes						
e. Writing Reports						
f. Writing Summary						
Writing for Personal Purposes						
a. Writing Curriculum Vitae / Resume						
b. Writing Letters						
Other Purposes (please specify):						
.....						
LISTENING						
Listening for Academic / Professional Purposes						
a. Listening to Lectures – Note-taking						
b. Listening to Documentaries						
c. Listening to Interviews						
d. Listening to Business Meetings						

LANGUAGE AREAS	Needs		Proficiency			
	Now	Future	1	2	3	4
LISTENING						
Listening For Personal Purposes						
a. Listening to Movies / TV						
b. Listening to Radio						
b. Listening to Telephone Conversations						
Other Purposes (please specify):						
.....						
SPEAKING						
Speaking for Academic / Professional Purposes						
a. Speaking for Oral Presentation						
b. Speaking in Group Discussions						
a. Speaking in Interviews						
b. Speaking in Business Meetings						
Speaking for Personal Purposes						
a. Speaking in Social Gatherings						
b. Speaking for Telephone Conversation						
Other Purposes (please specify):						
.....						
GRAMMAR						
Basic Tenses (Present, Past & Future)						
Sentence Structure						
Others (please specify):						
.....						
VOCABULARY						
Meaning of words						
Spelling						
Others (please specify):						
.....						
PRONUNCIATION						
Individual Word Sounds						
Stress and Intonation						
Others (please specify):						
.....						
OTHER AREAS (please specify):.....						
.....						

SECTION C

1. Look again at the Needs Analysis and list four language areas (rank according to priority) you would like to practise.

- a.
- b.
- c.
- d.

2. Refer to the lists given on the next page and answer the following questions.

- a. Are there any grammatical areas you would like to practise?

.....
.....

- b. Are there any functions that you would like to practise?

.....
.....

- c. Are there any topic areas which interest you?

.....
.....

Which would you prefer:

☐
☐

materials to be related to your own degree subject.

materials related to general topics.

- d. Are there any particular types of writing you would like to practise?

.....
.....

- e. Any other comments / requests?

.....
.....

Thank you for your time and co-operation.

PICKLISTS FOR NEEDS ANALYSIS

Grammatical Areas		Functions	
Tenses Simple Present / Past Present / Past Continuous Present / Past Perfect Future Reported Speech	Miscellaneous Articles - a, an, the Relative Clauses Comparatives and superlatives – e.g. taller, tallest Conditionals – if clauses Conjunctions – e.g. and, but, so, etc. Countable / Non-countable Nouns – e.g. how much, how many Gerunds – nouns with ‘ing’ Phrasal verbs Infinitives – ‘to + verb’ Prepositions Punctuation Questions – ‘wh-Q’ Word Order	Information, Opinions and Ideas Agreeing / Disagreeing Giving Reasons / Opinions Complaining Comparing Describing – experiences / objects / people / places / processes Giving instructions / directions Stating likes / dislikes Stating obligation Showing possibility / probability	Social Conversations Apologizing Forgiving Complementing Congratulating Introducing Greetings Saying goodbye Thanking Telling/ Asking To Do Things Invitations Offers Orders Commands Permission Persuading Requests Suggestions Advice
Topic Areas		Writing	
Advertising Art Business Law and crime Disasters Festivals Educations Employment Environment Family and friends Food and drink Future Medicine / health History Hobbies	Accommodation Marriage Media War Money Politics / government Religion Science Shopping Social issues Sports Technology Transport Cultures	Curriculum vitae Essays Form-filling Instructions Letters (informal) Letters (business) Memos Notices Speeches Stories Summaries	

SELF-ACCESS LEARNING PROGRAMME
JABATAN BAHASA MODEN
FAKULTI PENGURUSAN DAN PEMBANGUNAN SUMBER MANUSIA

Tujuan soal-selidik ini ialah untuk mendapatkan pandangan mahasiswa Universiti Teknologi Malaysia mengenai program “Self-Access Learning”.

The purpose of this questionnaire is to find out the Universiti Teknologi Malaysia's undergraduates' views on the Self-Access Learning Programme.

Semua maklumat yang diberi akan hanya digunakan untuk tujuan penyelidikan ini dengan harapan ianya dapat membantu memperbaiki program pembelajaran sendiri Bahasa Inggeris di universiti ini. Untuk mencapai matlamat tersebut, adalah diharapkan KESEMUA soalan dapat dijawab dengan jujur dan ikhlas. Kesemua data yang diberi akan di**RAHSIA**kan.

*All information revealed will only be used for this research with the intention to help improve the Self-Access English Language Learning Programme at this university. To achieve this, please answer **ALL** questions. Your truthful and sincere answers would be much appreciated. All data given will be dealt with strict **CONFIDENTIALITY**.*

Soal-selidik ini mengandungi **dua** bahagian:

*The needs analysis contains **two** sections:*

- Bahagian A / *Section A* : Maklumat Peribadi dan Akademik (*Personal And Educational Background*)
- Bahagian B / *Section B* : Pandangan Peribadi Mengenai / *Personal Views On:*
- Program “Self-Access English Language Learning”
(*Self-Access Learning Programme*)
 - Sokongan Pensyarah Terhadap Program “Self-Access Learning”
(*Lecturers' Support Towards Self-Access Learning Programme*)
 - Bahan Pembelajaran dan Kemudahan program “Self-Access Learning”
(*Self-Access Learning Materials & Facilities*)

Terimakasih atas kerjasama anda.

Thank you for your cooperation.

QUESTIONNAIRE

SECTION A

Please tick (/) the appropriate box for the following items. Fill in the relevant information where appropriate.

1. Sex : ☐ Male ☐ Female
2. Age :

<input type="checkbox"/>	17 – 18	<input type="checkbox"/>	19 – 20
<input type="checkbox"/>	21 – 25	<input type="checkbox"/>	Above 25
3. Race :
4. Course attended and faculty you registered at UTM.:
Course:..... Faculty:
5. Year of Study:

<input type="checkbox"/>	Foundation Year
<input type="checkbox"/>	First year
<input type="checkbox"/>	Second year
<input type="checkbox"/>	Third year
<input type="checkbox"/>	Others (please state):
6. English Language course(s) you have taken / are currently taking)

<input type="checkbox"/>	UHB 0312	No. of times you have taken it:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<input type="checkbox"/>	UHB 1312	No. of times you have taken it:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
7. Secondary School Academic Qualification:

Type of Certificate	Year	School attended & Place	English Result
SPM			
STPM			
Others (please state):			
8. First language:
Your daily language:
Other language used:

SECTION B

Sila nyatakan pendapat anda dengan menandakan (/) hanya SATU kotak untuk setiap kenyataan berikut. Gunakan pilihan yang diberi sebagai panduan.

Please state your opinion by ticking (/) only ONE box for each of the following statement. Use the choices given as a guide.

1. **Amat setuju** / *Strongly Agree*
2. **Setuju** / *Agree*
3. **Tidak Pasti** / *Not Sure*
4. **Tidak Setuju** / *Disagree*
5. **Amat Tidak Setuju** / *Strongly Disagree*

1. PANDANGAN SAYA MENGENAI PROGRAM “SELF-ACCESS LEARNING (SAL).” Secara amnya, . . .

MY VIEWS ON SELF-ACCESS LEARNING (SAL) PROGRAMME. In general, . . .

		1	2	3	4	5
1.1	Objektif program SAL adalah jelas. <i>The objectives of the SAL programme are clear.</i>					
1.2	Program SAL menggantikan tempat pensyarah. <i>The SAL programme takes the place of a lecturer.</i>					
1.3	Program SAL menjadikan saya lebih bertanggungjawab terhadap pembelajaran saya. <i>The SAL programme helps me to be more responsible of my own learning.</i>					
1.4	Program SAL menggalakkan saya menjadi pelajar yang aktif. <i>The SAL programme encourages me to be an active learner.</i>					
1.5	Program SAL membolehkan saya memilih apa yang saya ingin belajar. <i>The SAL programme enables me to decide what I want to learn.</i>					
1.6	Program SAL membantu saya berlatih untuk memperbaiki kelemahan Bahasa Inggeris saya. <i>The SAL programme helps me to work on my weak points of the English language.</i>					
1.7	Program SAL menggalakkan saya kerap menghadiri kelas Bahasa Inggeris. <i>The SAL programme encourages me to attend English classes regularly.</i>					
1.8	Setiap siswa patut mengambil kesempatan untuk menggunakan kemudahan SAL . <i>Every student should make full use of the SAL facilities.</i>					

1. **Amat setuju** / *Strongly Agree* 2. **Setuju** / *Agree*
 3. **Tidak Pasti** / *Not Sure* 4. **Tidak Setuju** / *Disagree*
 5. **Amat Tidak Setuju** / *Strongly Disagree*

2. **BAGAIMANA SAYA GUNAKAN KEMUDAHAN “SELF-ACCESS LEARNING (SAL)”**

HOW I USE THE SELF-ACCESS LEARNING (SAL) FACILITIES

		1	2	3	4	5
2.1	Saya tahu bagaimana untuk menggunakan bahan pembelajaran SAL . <i>I know what to do with the SAL materials.</i>					
2.2	Saya tahu bahan pembelajaran SAL yang mana amat berguna untuk saya. <i>I know which SAL materials are useful for me.</i>					
2.3	Saya buat lebih banyak aktiviti pembelajaran SAL dari yang dikehendaki <i>I do more SAL activities than I am required to.</i>					
2.4	Saya pergi ke makmal SAL lebih kerap daripada yang dikehendaki. <i>I go to the SAL laboratory more times than I am required to.</i>					

3. **PANDANGAN SAYA MENGENAI SOKONGAN PENSYARAH TERHADAP PROGRAM “SELF-ACCESS LEARNING (SAL)”**

MY VIEWS ON LECTURERS' SUPPORT ON THE SELF-ACCESS ENGLISH LANGUAGE LEARNING (SAL) PROGRAMME

		1	2	3	4	5
3.1	Pensyarah saya memberitahu saya objektif program SAL . <i>My lecturer notified me of the objectives of the SAL programme.</i>					
3.2	Pensyarah saya menggalakkan saya membuat aktiviti SAL . <i>My lecturer encourages me to do the SAL activities.</i>					
3.3	Pensyarah saya mengadakan aktiviti dalam kelas yang berkaitan dengan ‘pembelajaran sendiri’. <i>My lecturer conducted in-class activities that are related to ‘learning on your own’.</i>					
3.4	Pensyarah saya mengadakan lawatan ke makmal SAL sebelum saya memulakan aktiviti “Self-Access”. <i>My lecturer conducted a guided tour of the SAL laboratory before I began my self-access activities.</i>					
3.5	Pensyarah saya mengikuti perkembangan pembelajaran bahasa saya dengan memeriksa kehadiran saya di makmal SAL . <i>My lecturer follows my progress by checking my attendance at the SAL laboratory.</i>					
3.6	Pensyarah saya mengikuti perkembangan pembelajaran bahasa saya dengan memeriksa kerja-kerja SAL yang saya siapkan. <i>My lecturer follows my progress by checking my SAL work.</i>					
3.7	Pensyarah saya memberikan komen bertulis mengenai kerja-kerja SAL saya. <i>My lecturer provides written comments on my SAL work.</i>					

1. **Amat setuju** / *Strongly Agree* 2. **Setuju** / *Agree*
 3. **Tidak Pasti** / *Not Sure* 4. **Tidak Setuju** / *Disagree*
 5. **Amat Tidak Setuju** / *Strongly Disagree*

3.8	Pensyarah saya memberi maklumbalas terhadap komen saya mengenai aktiviti SAL . <i>My lecturer responds to my comments on the SAL activities.</i>					
3.9	Pensyarah saya mengadakan sesi perundingan dengan saya bila saya memerlukannya. <i>My lecturer holds individual consultations with me when I need help.</i>					
3.10	Pensyarah saya memberikan pujian jika saya lakukan lebih banyak aktiviti SAL dari yang dikehendaki. <i>My lecturer acknowledges my work if I do more SAL activities than I am required to do.</i>					

4. PANDANGAN SAYA MENGENAI BAHAN PEMBELAJARAN “SELF-ACCESS LEARNING – SAL ” YANG DIDAPATI DI MAKMAL.

MY VIEWS ON THE SELF-ACCESS LEARNING (SAL) MATERIALS AVAILABLE IN THE LABORATORY.

		1	2	3	4	5
4.1	Bahan pembelajaran adalah sesuai untuk aktiviti SAL . <i>The materials are suitable for SAL activities.</i>					
4.2	Bahan pembelajaran memenuhi keperluan bahasa saya. <i>The materials meet my language needs.</i>					
4.3	Isi kandungan bahan pembelajaran sesuai dengan kursus saya. <i>The content of the materials is relevant to my coursework.</i>					
4.4	Objektif bahan pembelajaran diterangkan dengan jelas. <i>The objectives of the materials are clearly stated.</i>					
4.5	Bahan pembelajaran sesuai untuk tahap yang disarankan. <i>The materials are appropriate for the level recommended.</i>					
4.6	Bahan pembelajaran sesuai untuk kemahiran bahasa yang disarankan. <i>The materials are appropriate for the language skill recommended.</i>					
4.7	Arahan di dalam bahan pembelajaran mudah untuk diikuti. <i>The instructions in the materials are easy to follow.</i>					
4.8	Bahasa yang digunakan untuk bahan pembelajaran sesuai untuk tahap yang disarankan. <i>The language used in the materials is appropriate for the level recommended.</i>					
4.9	Penerangan di dalam bahan pembelajaran adalah jelas. <i>The explanations in the materials are clear.</i>					
4.10	Bahan pembelajaran membantu saya memperbaiki penguasaan Bahasa Inggeris saya. <i>The materials help me improve my language proficiency.</i>					
4.11	Bahan pembelajaran membantu saya meningkatkan kemahiran pembelajaran saya. <i>The materials help me improve my learning skills.</i>					

1. **Amat setuju** / *Strongly Agree* 2. **Setuju** / *Agree*
 3. **Tidak Pasti** / *Not Sure* 4. **Tidak Setuju** / *Disagree*
 5. **Amat Tidak Setuju** / *Strongly Disagree*

4.12	Rekabentuk bahan pembelajaran adalah menarik. <i>The design of the materials is attractive.</i>					
4.13	Bahan pembelajaran dilabel dengan jelas. <i>The materials are clearly labeled.</i>					
4.14	Terdapat cukup bahan pembelajaran untuk saya membuat pilihan. <i>There are enough materials available for me to choose from.</i>					
4.15	Tahap-tahap berlainan mempunyai bilangan bahan pembelajaran yang mencukupi. <i>The different levels contain sufficient number of learning materials.</i>					

5. FAKTOR LAIN BERKAITAN DENGAN MAKMAL “SELF-ACCESS LEARNING – SAL”.

OTHER FACTORS RELATED TO SELF-ACCESS LEARNING (SAL) LABORATORY.

		1	2	3	4	5
5.1	Makmal SAL adalah tempat yang selesa untuk belajar. <i>The SAL laboratory is a comfortable place to study.</i>					
5.2	Susunatur makmal sesuai untuk pembelajaran SAL . <i>The layout of the self-access laboratory is conducive to SAL.</i>					
5.3	Saiz makmal SAL sesuai untuk jumlah siswa yang perlu menggunakannya. <i>The size of the SAL laboratory is suitable for number of students who need to use it.</i>					
5.4	Waktu makmal SAL dibuka sesuai untuk siswa. <i>The opening hours of the SAL laboratory are suitable for students.</i>					
5.5	Pakar sumber rujukan bahasa sentiasa berada di makmal SAL bila ianya dibuka. <i>A language resource person is always in the SAL laboratory during opening hours.</i>					
5.6	Pembantu makmal menawarkan bantuan bila siswa memerlukannya. <i>The lab assistants offer help when students need it.</i>					
5.7	Terdapat garis panduan yang jelas mengenai cara menggunakan makmal SAL . <i>There are clear guidelines provided on how to use the SAL laboratory.</i>					
5.8	Bahan pandangdengar berkaitan dengan aktiviti SAL senang didapati oleh siswa. <i>The audio-visual materials related to SAL activities can easily be located by the students.</i>					
5.9	Peralatan pandangdengar sentiasa berada di dalam keadaan baik. <i>The audio-visual equipment is always in working condition.</i>					
5.10	Komputer boleh didapati untuk pembelajaran SAL . <i>Computers are readily available for SAL..</i>					

1. **Amat setuju** / *Strongly Agree* 2. **Setuju** / *Agree*
 3. **Tidak Pasti** / *Not Sure* 4. **Tidak Setuju** / *Disagree*
 5. **Amat Tidak Setuju** / *Strongly Disagree*

5.11	Perisian yang terdapat di makmal sesuai untuk pembelajaran <i>SAL</i> . <i>The available software is suitable for SAL.</i>					
5.12	Tunjukarah setiap bahagian makmal <i>SAL</i> diletakkan di tempat yang sesuai. <i>Signs showing various sections of the SAL laboratory are well posted.</i>					
5.13	Poster yang ditampal di dinding makmal adalah berkaitan dengan pembelajaran bahasa. <i>Posters that are placed on walls are relevant to language learning.</i>					

Komen / Cadangan:

Comments/Suggestions:

Sila beri komen / cadangan anda mengenai cara-cara untuk mempertingkatkan program “Self-Access Learning – *SAL*”.

Please give your comments / suggestions on how to improve the self-access learning (SAL) programme.

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Terimakasih di atas kerjasama yang diberikan.

Thank you for your time and co-operation.